DOCUMENT RESUME

ED 377 163 SP 035 590

AUTHOR Rollefson, Mary; And Others
TITLE Sources of Newly Hired Teachers in Public and Private Schools: 1988 and 1991. Issue Brief.
INSTITUTION National Center for Education Statistics (ED), Washington, DC.
REPORT NO IB-2-94; NCES-94-481
PUB DATE Oct 94
NOTE 3p.
PUB TYPE Information Analyses (070) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Employment Statistics; Private Schools; Public Schools; Reentry Workers; Secondary School Teachers; *Teacher Employment; Teacher Qualifications; Teacher Recruitment; Teacher Salaries; *Teacher Selection; *Teacher Shortage; *Teacher Supply and Demand; Teacher Transfer; *Teaching (Occupation)
IDENTIFIERS *Schools and Staffing Survey (NCES)

ABSTRACT

This issue brief uses data from the 1987-88 and 1990-91 Schools and Staffing Survey to examine the various sources on which schools depend to meet the increasing demand for new hires to teaching. There are four sources of newly hired teachers: new college graduates, college graduates who pursued other activities before entering teaching (delayed entrants), former teachers reentering after a break in service, and transfers from other schools. The paper interprets statistics to address the following questions: (1) whether the sources of newly hired teachers have changed in recent years; (2) if the qualifications of newly hired teachers vary by supply source; and (3) whether paths into teaching vary by supply source. According to the data analysis, between 1988 and 1991 a shift occurred from reentrants to first-time teachers to fill the demand for new hires. It is not clear, however, whether this shift was due to attempts on the part of schools to economize or to shortages of more qualified teachers. Newly minted teachers provided the same qualifications, except for advanced degrees and teaching experience, as reentrants but at lower salaries. Delayed entrants held fewer qualifications and hiring them may represent an adjustment to shortages. No inferences can be made about teaching quality without appropriate measures. Statistical tables are included. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NATIONAL CENTER FOR EDUCATION STATISTICS

ED 377 163

ISSUE BRIEF

Sources of Newly Hired Teachers in Public and Private Schools: 1988 and 1991

OCTOBER 1994
IB-2-94

New college graduates have traditionally been the largest source of new hires to teaching each year in the nation's schools. In the past two decades, however, as school enrollments increased and fewer college graduates entered teaching, concern about possible shortages in the supply of teachers increased. This brief uses data from the Schools and Staffing Survey to examine the various sources on which schools depend to meet the increasing demand for new hires to teaching.

There are four sources of newly hired teachers: newly minted college graduates, college graduates who pursued other activities before entering teaching (called delayed entrants), former teachers reentering after a break in service, and transfers from other schools.[1] Both newly minted teachers and delayed entrants are first-time teachers.

Have the sources of newly hired teachers changed in recent years?

Between 1988 and 1991 the sources of newly hired teachers shifted as both public and private schools hired relatively fewer reentrants and more first-time teachers (table 1). Whereas in 1988, reentering teachers were 42 and 45 percent of public and private school new hires, respectively, by 1991 first-time teachers were the main source of new hires, at 53 percent of public and 42 percent of private sector new hires. This shift represents a 14 and 10 percentage point **increase** of first-time teachers in the public and private sectors, respectively, and a 10 percentage point **decrease** of reentrants in each sector. Transfers filled the remaining positions at about the same rates as in 1988.

Do the qualifications of newly hired teachers vary by supply source?

Teacher qualifications are an important aspect of teacher supply and demand, since imbalances in supply and demand are often resolved through adjustments in teacher qualifications. Standard teacher qualifications in the public schools are major or minor in the field of assignment and certification. Generally, within each sector, newly minted teachers, transfers, and reentrants were about equal in holding these qualifications, and delayed entrants were less likely to hold them (table 2). In 1991 in the public sector, half of delayed entrants held a major or minor with certification (vs. two-thirds of teachers from the other sources), and two-thirds held either certification alone or a major or minor alone (vs. over three-fourths of teachers from the other sources). In the private sector, where few schools and only a few states require certification, fewer new hires than in the public sector were certified. Experienced private school teachers, however, were equally as qualified as their public school counterparts in terms of having a major or minor in their field of assignment.

Table 1.—Percentage of newly hired public and private school teachers, by supply source: 1987-88 and 1990-91

Source	Public		Private	
	87-88	90-91	87-88	90-91
First-time teachers	38.6	53.2	31.1	41.6
Newly minted	26.8	33.8	17.4	22.2
Delayed entrants	11.8	19.4	13.7	19.4
Transfers	19.9	16.3	23.6	21.9
Reentrants	41.5	30.5	45.3	36.5

NOTE: Newly hired teachers are those who teach half time or more and who did not hold elementary or secondary teaching positions in the same state and/or sector in the previous year.

[1]This brief counts among the newly hired transfers only teachers transferring across state or sector lines. This perspective differs from that in *The Condition of Education, 1994*, which defines new hires at the district level for public and at the school level for private schools. The inclusion of within-state transfers increased the number of new hires and the proportion of transfers, and resulted in the following estimates of public and private school new hires in 1991: first-time teachers (42 and 34 percent), transfers (34 and 36 percent), and reentrants (24 and 30 percent).

SOURCE: All data in this *Issue Brief* are from the United States Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

SP035590

U.S. Department of Education
Office of Educational Research and Improvement

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Table 2.—Percentage of newly hired public and private school teachers with various qualifications in primary assignment field and their average base-year salary, by supply source: 1990-91

Qualifications and salary	Newly minted		Delayed entrants		Transfers		Reentrants	
	Public	Private	Public	Private	Public	Private	Public	Private
Major/minor and certified	67.4	43.8	48.9	29.4	62.4	39.2	67.2	40.1
Certified	79.9	54.4	65.4	37.4	76.4	49.5	84.7	54.0
Major or minor	81.4	71.1	66.5	52.7	79.6	75.2	77.4	69.8
Neither major/minor nor certified	6.1	18.3	17.0	39.2	6.3	14.5	5.1	16.3
Degree higher than B.A./B.S.	8.5	11.8	12.6	14.6	38.5	33.2	45.6	32.1
Base-year salary	$20,784	$14,227	$20,974	$14,634	$25,052	$18,094	$25,934	$16,197

Do paths into teaching vary by supply source?

The main prior year activity of new hires shows some interesting patterns of entry and reentry into teaching. Newly minted teachers, by definition, were in college or earning their highest degree in the prior year. More than 80 percent of delayed entrants in the public sector were working, most often as substitute teachers, followed by work outside of education. About two-thirds of reentrants were working and in the public sector they were distributed about equally among substitute teacher positions and non-teaching jobs in and outside education. Delayed entrants and reentrants in private schools were more likely to have been in occupations outside education than their public school counterparts (table 3).

Table 3.—Percentage of newly hired public and private school teachers, by supply source and by main prior year activity: 1990-91

Prior year activity	Newly minted		Delayed entrants		Reentrants	
	Public	Private	Public	Private	Public	Private
Teaching						
Postsecondary	0.1	--	3.0	5.3	3.9	5.7
Preschool	0.4	--	2.1	2.0	3.6	5.8
Substitute	2.4	2.4	45.2	23.1	23.8	18.6
Working in education	2.7	2.7	9.6	13.1	19.1	11.7
Working outside education	1.6	3.0	24.6	40.7	17.9	26.1
College	92.1	91.3	0.0	0.0	10.4	5.6
Home/child	--	0.0	11.8	12.5	19.3	23.1
Other	--	0.0	3.7	3.3	2.0	3.4

--Too few sample cases for a reliable estimate.
NOTE: Detail may not add to 100 percent due to rounding.

Conclusion

Between 1988 and 1991 a shift occurred from reentrants to first-time teachers, both newly minted and delayed entrants, to fill the demand for new hires to teaching. It is not clear, however, whether this shift was due to attempts on the part of schools to economize or to shortages of more qualified teachers. Newly minted teachers provided the same qualifications, except for advanced degrees and teaching experience, as reentrants but at lower salaries. Delayed entrants, on the other hand, held fewer of the qualifications and hiring them may represent an adjustment to shortages. Without direct measures of teaching ability, however, we cannot make inferences about teacher quality. To better understand teacher supply and demand issues it is important to continue monitoring sources of newly hired teachers and to develop direct measures of teacher quality.

For more information, see the following reports:

National Education Association. *Status of the American Public School Teacher: 1985-86.* Washington D.C.: 1987.

U.S. Department of Education, National Center for Education Statistics. *Teacher Supply in The United States: Sources of Newly Hired Teachers in Public and Private Schools* (NCES 93-424), by M. Rollefson. Washington D.C.: 1993.

U.S. Department of Education, National Center for Education Statistics. *1991 Schools and Staffing Survey, Sample Design and Estimation* (NCES 93-449), by S. Kaufman. Washington D.C.: 1993.

Issue Briefs present information on education topics of current interest. All estimates shown are based on samples and are subject to sampling variability. All differences reported are statistically significant at the .05 level.

This Issue Brief was prepared by Mary Rollefson of the Data Development Division and Stephen Broughman of the Elementary-Secondary Education Statistics Division of NCES, and Carol L. Rohr of Pinkerton Computer Consultants, Inc. To obtain additional information about this Issue Brief or about the Schools and Staffing Survey, contact Stephen Broughman at (202) 219-1744. To order additional copies of this Issue Brief or other NCES publications, call 1-800-424-1616.

NCES 94-481